

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents seven topics related to the introduction, namely background, research problem, research purpose, research hypothesis, significance, research scope and limitation, and definition of key terms.

### **A. Background of the Study**

English is the most commonly studied foreign language. More than a quarter of the world's population speaks English. From many years ago, English was the primary language of education, commerce, religion, and authorities in the Western world. Murcia (2001:6) stated that English is a second or foreign language that is frequently regarded as the most determining of all language ability. English is the main tools for people to communicate each other internationally in all sector such as social, culture, technology, knowledge, and science. It makes English is needed nowadays. We recognize the significance of English as a worldwide language. English has place in Indonesia, it makes English becomes one of the most important subjects from primary school through university level. However, most students still struggle to produce the language fluently, either in written or spoken form.

Writing, reading, listening, and speaking are the four major skills of English. To improve one's English as a foreign language, these four main skills are required. Literacy becomes a priority scale that students must master at all levels of education. According to Linse (2006:69) Reading is a

set of abilities that implies making sense of and deriving meaning from the printed word.

Reading also supports in the cognitive development of students in order to provide a better education and career opportunities. Reading is the most crucial skill that students must learn because it will facilitate them in learning different subjects. Students who struggle with reading will not be able to lead a completely normal educational life. Nowadays, science has progressed significantly, and people are able to read anything that is not only available in books but also from other sources for instance journal, internet sites, e-books, online articles, and many more. As a result, it will be easier for them to read as they want so that they gain more knowledge for academic reasons.

Indonesia students based on the latest PISA (Program for Students Assessment) in 2019 still have lower rank in reading than the other countries. Indonesia in the 74 ranks from 79 countries. It shows that the reading achievement of Indonesian students are still low. The majority of students who excel at reading also excel in school, according to the researchers. However, because not all students perform well in reading, the researcher reasoned that there must be some underlying factors. Internal and external factors are involved. The researcher wishes to investigate the impact of each individual's intelligence on reading ability.

Ghamati investigated the use of multiple intelligences to improve reading comprehension and motivation in young Iranian EFL learners (MI). According to the findings of this study, pay more attention to the reading

activities based on the multiple intelligence's theory is able to improve reading comprehension and increase the motivation of young EFL learners for reading. As a result, it is possible to conclude that multiple intelligences have a positive impact on English classroom activity, particularly reading ability.

Amir Reza studied multiple intelligence and EFL learners' reading comprehension and discovered that all types of the learners' MI profile have a meaningful correlation with the reading comprehension achievement and that Verbal-Linguistic Intelligence is the strongest predictors of the learners' reading comprehension level, while Visual-Spatial and Interpersonal Intelligences are the second and third most significant predictors, respectively. It includes statements that support the investigation of this research.

There are seven main multiple intelligences based on Howard Gardner's theory, linguistic, mathematic, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. Then Gardner added an eight, naturalistic intelligence. Howard Gardner's theory suggests everybody does not have the same mind, and two profiles must have different intelligence. From the eight primary intelligences (linguistic, math/logic, visual, art, interpersonal, intrapersonal, kinesthetic, natural) an individual may have one, two or even three kinds of intelligence, but nobody has them all. Verbal-linguistic intelligence is one of the intelligences that has a strong relationship with reading ability. Gardner defines verbal-linguistic intelligence as sensitivity to spoken and written language in order to

accomplish goals. In addition, many characteristics of verbal-linguistic intelligence have to do with being good with languages, enjoying to read, write, listen, and speak, and noticing errors in grammar.

Students can benefit from verbal-linguistic intelligence characteristics because they acquire knowledge concerning words and language. Because reading is so important for students to master, teachers should know and keep up to date on their students' backgrounds. Teacher understanding of how to manage a classroom and recognize each student's situation improves the effectiveness of the teaching and learning process, allowing students to achieve higher levels of success. The researcher, on the other hand, will only look at one type of text. Narrative text is one type of text that students should be familiar with by the eleventh grade. Anderson (1997:8) states that narrative is a piece of text tells a story and in doing so, entertains or informs the reader or listener.

Based on these cases that the researcher found, the researcher would like to conduct research entitled, "The correlation between students' verbal-linguistic intelligence and their reading comprehension achievement of narrative text at the eleventh-grade students of SMKN 1 Boyolangu."

## **B. Formulation of The Research Study**

Based on the background that has stated above, the researcher formulated the research question as "Is there any correlation between students' verbal linguistic intelligence and students' reading comprehension achievement of narrative text at the eleventh-grade SMKN 1 Boyolangu?"

### **C. Purpose of The Study**

The purpose of the study is to find out whether any correlation between students' verbal linguistic intelligence and students' reading comprehension achievement of narrative text at the eleventh grade of SMKN 1 Boyolangu?

### **D. Significance of The Study**

This research will be contributed to:

#### **1. The English Lecturers or Teachers**

It will help English lecturers and teachers to fix the strategy in improving English reading achievement of the students because we know that Indonesia has lower score in reading than other countries. The teacher could learn more about another sight and some factors that influence students' skill in reading.

#### **2. The students**

This research could help students to know what intelligence they have, so they can find their own way to read.

#### **3. The institution**

The findings of the study are assumed to be convenient contribution for the leader of the educational institution in supporting teaching and learning activities by enhancing and improving the education quality in the school due to motivate and interest students in reading.

### **E. Formulation of Hypothesis**

Related to research question, the researcher formulates the research hypothesis of study as follows:

- Ho (Null Hypothesis): there is no correlation between students' verbal linguistic intelligence and their reading comprehension achievement.
- Ha (Alternative Hypothesis): there is correlation between students' verbal linguistic intelligence and their reading comprehension achievement.

### **F. Scope and Limitation**

This study will be carried out in SMKN 1 Boyolangu with the population of the research is eleventh grade students. The limitation of this research is limited to the correlation between students' verbal linguistic intelligence and their reading comprehension achievement. The reading is focused on narrative text only.

### **G. Definition of Key Term**

#### **1. Correllation**

As Richards, et al (1992) stated that correlation is a relationship between two or more variables or things. From those definition it means that the meaning of correlation in here is between students' verbal-linguistic intelligence and their reading comprehension achievement of eleventh grade students at SMKN 1 Boyolangu.

## 2. Verbal-linguistics intelligence

Verbal – Linguistic Intelligence is a capacity in using words in spoken or written language productively.

## 3. Reading Comprehension Achievement

Reading comprehension is the process of drawing conclusions or producing meaning of the text. The primary purpose of reading comprehension is obtaining complete information in the text instead of the meaning from individual phrases or sentences. Reading comprehension refers to the reader's capacity in comprehending and interpreting the meaning of the reading text. The outcome of someone's efforts is referred to as achievement. In summary, reading comprehension achievement is the result from reading comprehension.

## 4. Narrative Text

According to Anderson (2003:8) narrative text is a piece of text which tells a story and in doing so, entertain or informs the reader or the listener.